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ABSTRACT

A practicum intervention that provided an intensive language acquisition skills program to kindergarten children performing below grade level expectation in language acquisition was designed, implemented, and evaluated. Parents were included through scheduled meetings and newsletters that were developed by the children. The program was designed to: (1) increase children's skill level in the language area of the Systematic Approach to Developmental Instruction (SADI) checklist; (2) increase the developmental age of the children; (3) reduce the amount of time needed for children to complete SADI center activities; and (4) improve the children's critical thinking skills in the areas of organization of data, language analysis and synthesis, and problem-solving. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a survey of parents on language practices in the home, are included. (RH)

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IMPLEMENTING A VIDEO LANGUAGE SKILLS PROGRAM THROUGH THE USE OF VIDEO FEEDBACK FOR DEVELOPMENTALLY YOUNG KINDERGARTEN STUDENTS

by

Ysolene C. Hay

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PS 019375

A Practicum Report

Submitted to the Faculty of the Center of Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

December/1990

Abstract - Final Report

Implementing a Language Acquisition Skills Program through the use of Video Feedback for Developmentally Young Kindergarten Students
Hay, Ysolene C., 1990 Practicum Report, Nova University,
The Center for the Advancement of Education.
Descriptors: Primary Education/ Language Acquisition skills/ Video Technology/ Parent Involvement/

The writer implemented a 12-week intensive language acquisition skills program for developmentally young preventive kindergarten students performing below grade level expectation in language acquisition. The program was designed to utilize video tape technology to provide corrective feedback to students. Parents were an integral part of the program through scheduled meetings and child developed newsletters that were sent home on a regular basis.

The program was based on the following objectives; increasing the skill level in the language area of the SADI checklist, increasing the developmental age of preventive developmentally young students, reducing the amount of time needed to complete SADI center activities. Increasing preventive developmentally young students' ability to demonstrate critical thinking skills in the area of organizing data, language analysis/synthesis and problem-solving was also included for measurement.

Success was shown by comparing the pre and post results of the SADI skills checklist, the Gesell School Readiness Screening Test, task completion chart and direct teacher observation of the completion of the before and after video taping sessions.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Jolene Hug
Student's name

Minor contributions of a professional character and comparable nonprofessional assistance may also be acknowledged.

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CHAPTER I

Purpose

The location for the practicum project was an elementary school that served a community with an economically and ethnically diverse population. The overall student breakdown for the school was 71 percent white, 22 percent Hispanic, 6 percent Black an 1 percent Asian. Children came from households with incomes that ranged from upper middle class to below the poverty level.

The elementary school served approximately 1,048 students in grades kindergarten through five, with a professional staff of 64. The staff included a principal, two assistant principals, one media specialist, one primary resource teacher, and two guidance counselors.

The County's Unified Curriculum was implemented in all grades. Standards of excellence skills were implemented through classroom activities, sustained silent reading programs, field trips, science fairs, math super star programs and academic games. Third and fifth graders participate in science lab programs. Kindergarten and first grade students participated in

TALK, a language development program.

A volunteer tutorial program provided services to students during the regular school day and after school at the county library. Before and after school child care was available. Early childhood education programs for pre-school migrant children were provided. An enrichment programs for ESOL and migrant students were available.

The writer of the practicum taught kindergarten. The writers' responsibilities included scheduling parent meetings, keeping parents informed about academic progress, attending referral and placement staffings regarding school placement.

The writers' classroom responsibilities included implementing SADI (Systematic Approach to Developmental Instruction), which was the kindergarten program adopted by the county school board. The writer was responsible for teaching, reinforcing and maintaining SADI skills. Student's skill levels were assessed. Activities, objectives and developmental experiences based on the needs and interests of each individual child were selected throughout the school year. A learning center approach to instruction was

emphasized.

Children entering kindergarten, though chronologically five years of age, developmentally were often younger. Variables such as poverty, poor nutrition, single parent homes, and lack of parental involvement contributed to a child's immaturity.

The developmentally young children were placed in the preventive strategy in SADI. The children placed in the preventive strategy were children with identified or potential learning problems. The children exhibited learning problems in math and language. Language difficulties often resulted in alternate placement or retention in grade for developmentally young children.

Language was an integral part of the overall development of the child. It was essential for communication as well as thinking. Success in language was a good determinant of future success in life.

During the first few weeks of school students' cognitive, social, affective and physical development was observed. Students demonstrating a need and identified as developmentally young were placed in the preventive kindergarten strategy. The immature

students participated in preventive activities of the SADI objectives, until able to demonstrate appropriate advanced skills. If demonstrated a student may move to the higher level activities of the developmental strategy.

A particular area of difficulty for preventive students appeared to be language development. Kindergarten records of language SADI skill objectives indicated that in 1988 and 1989 only 40 percent of children in the preventive strategy advanced to the developmental strategy (Appendix A). At least 60 percent of preventive students needed to advance to the developmental strategy in the area of language.

Children entering kindergarten were administered the Gesell School Readiness Screening Test. Kindergarten records of composite test results indicated that in 1988 and 1989 preventive students' average developmental age was four years while developmental students' average developmental age was five years (Appendix B). Test results indicated that preventive students needed an increase of 12 months in developmental age in order to equal the norm.

Preventive kindergarten students exhibiting

language difficulties required more time to complete SADI language center activities. Task completion charts of 1988 and 1989 show that while developmental students required 15 minutes to complete a center activity the same center activity required 25 minutes for preventive students to complete (Appendix C). Extra time at the end of the day was also needed for preventive students to complete the language center activities.

Preventive kindergarten student needed to complete the center activity in the same amount of time as the developmental students. Preventive students needed a decrease of 60 percent, in the amount of time spent completing SADI language activities to achieve the norm amount of time.

The problem addressed was the low performance of preventive children in the area of language skills acquisition. There was need to develop an intensive language skills program for children placed in the preventive strategy at the beginning of the school year in order to prevent the pattern of failure from continuing. The target group consisted of children in the preventive strategy.

The building administrator (Appendix D) and Primary Resource Teacher (Appendix E) showed support for the need to develop a program that improved language skills of developmentally young children in the preventive strategy.

The project was designed to improve language skills of preventive kindergarten students.

The target group for the project consisted of children assigned to the preventive strategy after the first three week observational period.

In order to improve language skills of preventive students, the following objectives were projected:

After 12 weeks of participating in the intensive language skills program it was expected that 10 percent of the target group would successfully complete the preventive language activities and advance to the developmental level, as measured by SADI skills checklist.

After 12 weeks of participating in the intensive language skills program it was expected that 60 percent of the target group would show an average increase of 12 months between pre and post test scores as measured by the Gesell School Readiness Test.

After the 12 week period, it was expected that the amount of time preventive students needed to complete a task would show an average decrease of 30 percent as measured by task completion chart.

After 12 weeks of participation in the intensive language skills acquisitions program, it was expected that the target group would demonstrate critical thinking skills in the area of organizing data, language analysis/synthesis and problem-solving as measured by direct teacher observation of the completion of the before and after video taping sessions of the four SADI language objectives of Listening, Speaking, Prereading and Prewriting.

Chapter II

Research and Solution Strategy

> Language in kindergarten is a way of life. It goes on all day, every day. It is not an isolated "block" of time for teaching the skills. Language for young children should be active learning relating to the student's own interest and ideas. The student's language usage must be integrated during listening, speaking, reading and writing in all area of the curriculum" Skorput 1988: 01)

Rasala (1989) recounted the development and implication of a new language and literature program in the kindergarten curriculum. The program was inspired by the concept of "the shared reading experience." Enlarged print materials recorded traditional stories, modern stories and reading material with catchy rhymes, or repetitions. Children's illustrations and drawings made from an opaque projector were utilized. The language program incorporated clapping, dancing, using different voices and informal dramatic performances. Purchased as well as teacher-made materials provided a connection between written and spoken words.

Story time and discussions resulted in the development of skills such as sound recognition, rhyming and sight recognition of key vocabulary words. The language program was also used to supplement other subjects areas of the curriculum.

A chapter 2 All Day Kindergarten program for

educationally disadvantaged children was evaluated (Chicago Public Schools, 1986). Academic rates of children who attended the program were higher than city wide kindergarten rates. Children made gains of six to eight months of instruction. Parent involvement also increased significantly.

Teachers in the program used dramatization, interest and learning centers in teaching language. The children were provided with daily book experiences. Teachers set aside time as part of the daily lessons to converse with the children. Parents were kept informed about children's progress and were provided supplementary activities to help the children at home.

Crowell, Kawakami and Wong (1986) developed classroom activities of beginning literacy for five year olds. Activities were designed to help children discover that writing, language, reading were natural, and enjoyable. The following activities were presented in the program:

1. The teacher directed an activity called Morning Message. The teacher would write a short sentence on the board. The class would work together to decode the message. The class would then discuss the message.

2. The teacher directed an activity called Story

Reading. The teacher would read a book aloud and would stop from time to time to discuss ideas.

3. The first child centered activity was called Writing. The children were given an opportunity to write for about 30 minutes each day. The children's efforts resulted in a range of drawings, to some words.

4. The second child centered activity was called Sharing. The children shared what was written by other children. The children read aloud to the class.

5. The third child centered activity was called Independent Reading. The children would look at books independently. The children were then allowed to discuss books with other children in small groups.

Hickey (1988) discussed the importance of children learning to use critical thinking skills at an early age. The development of the skills enabled children to make intelligent decisions and choices. Critical reading was a way of introducing these skills. The article described suggestions of questions, games and activities which promote critical reading as early as kindergarten by encouraging critical thinking.

Reilly (1989) described a literature-base activity known as HOT which was designed to engage elementary level students in higher order thinking skills.

Teachers promoted critical thinking in the students by encouraging comparisons, evaluations, applications and contrast of ideas.

Carver (1986) listed important areas which effectively promoted language development in the beginning reading process. The areas included were:

1. oral language
2. real experiences that enhanced children's experiences and enhanced children's language acquisition skills
3. a developed relationship between spoken and written language
4. critical thinking
5. support and feedback

Parent involvement in a language program was crucial. Parents were the first and primary teachers of young children. Parents provided the foundation for literacy to develop.

Walton (1989) described guidelines that parents followed to help children learn to read and write and to stimulate language development. Parents should let the children see reading every day, for both pleasure and purpose. Parents should involve the children in reading items such as recipe cards and "how to instructions." Parents should talk with children about

stories and answer children's questions. Scribble writing and inventing words were also a part of learning process.

Kaisen (1987) introduced prereaders and beginning readers to a wide variety of reading material from picture books to nursery rhymes and poetry. Wordless picture books were suggested for prereaders for stimulating language development.

The effect of a parent-teaching home-based program was compared to a teacher-oriented center-based program involving children's preschool language skill development Ziegleman (1988). The child's current language development was measured by the Learning Accomplishment Profile (LAP). Parents in the home-based group received weekly instructions outlining teaching procedures. Throughout each week, parents followed instructional guidelines and recorded children's daily progress. Members of the center-based group received class instruction and were periodically tested in a classroom setting. The study demonstrated that the weekly parent-teaching home-based program were significantly more effective on children's language development than the class-oriented center-based program.

Material selected was another important consideration. Kaisen (1987) emphasized introducing prereaders and beginning readers to a wide variety of reading material to stimulate language development. A wide variety of material would also be incorporated into the new intensive language program to teach language to developmentally young kindergarten students.

The suggestions presented by Skorput (1988) of involving children actively in language acquisition through the use of children's interest and experiences would be instrumental in implementing the language program.

The writer intends to develop an innovative intensive program aimed at improving language acquisition skills of children in the preventive strategy using video technology. The language program also contains a parent component. Parents would participate in meetings and be kept informed of children's language progress. Students would generate a newsletter with the assistance of the writer. The newsletter would be sent home to the parents. Preventive developmentally young kindergarten students would participate in a variety of language activities designed to help children discover that language was enjoyable.

CHAPTER III

Method

The implementation of the program involved the following components: (1) parent/teacher conferences, (2) newsletters, (3) video tape of language activities, emphasizing organizing data, language analysis/synthesis and problem-solving,(4) video feedback and (4) student created parent newsletters.

The following 12 week plan outlines the major activities involved in implementing the objectives of the Language Program for Developmentally Young Kindergarten Students.

Weeks One and Two

Nine students that appeared to be developmentally younger than five years were administered the Gesell School Readiness Screening Test by the PRT (Primary Resource Teacher). The average developmental age of the students tested was 4 years old. The students tested were assigned to the preventive strategy. The students in the preventive strategy would be referred to as the target group.

Week Three

Parents of children selected for the program were

surveyed to find out what kind of language activities take place at home and how much time was spent doing the activities (Appendix F). The responses served as a guide in tailoring the program to fit individual needs. The writer then sent home a letter to the parent of children in the target group inviting the parents to attend a meeting which explained the program (Appendix G).

Week Four

The Encephalitis plague forced the school board to ban all late night activities that involved children. The building administrator also expressed concern about the writer and parents safety in the event of a late meeting. The writer therefore scheduled the meeting after school. At the parent conference the writer presented the goals and projected outcomes to be accomplished as a result of the program. The earlier time allowed for only five of the nine parents to attend the meeting. The writer made telephone contact with the remaining parents and informed the parents about the program.

Week Five

The children participated in activities for the

first language SADI skills objective, Listening. On Monday the writer read several books to the children. On Tuesday the children retold one of the stories read on video taped. On Wednesday the writer reread the books the children chose to retell about. The children then were encouraged to organize facts in the story, analyze characters when retelling the story including more information. On Thursday the writer video taped the children retelling the story on video tape. The children viewed both video tape sessions and compared the. The writer discussed with the children improvements the children made.

The children with the writer's help, created a newsletter for the parents on Friday. The children dictated to the writer ideas and thoughts about this weeks activities. The writer recorded the thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help, the children then read back the dictated newspaper as a group. The writer transposed the writing on a smaller sheet of paper that was copied and sent home to parents. The writer also included in the newsletter a list of follow-up listening activities that may be done at

home.

Week Six

The children participated in activities for the second language SADI skills objective, Speaking. On Monday the writer had the students paint a picture about a favorite school activity. On Tuesday the children were video taped telling about the paintings. On Wednesday the writer reviewed the paintings with the children and helped the children analyze additional facts to include about the paintings. On Thursday the writer video taped the children talking about the paintings. The children viewed both video tape sessions and compared. The writer discussed with the children improvements made. The writer emphasized how much improvement was shown during the taping of the second activity over the first. The children presented thoughts and ideas in a more confident matter. The children looked at the camera more than in the previous video. However many of the presentations were still barely audible. The writer stressed the importance of speaking louder and more clearly.

The children with the writer's help, created a newsletter for the parents. The children dictated to

the writer ideas and thoughts about the Speaking activity. The writer recorded the thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help, the children then read back the dictated newspaper as a group. The writer transposed the writing on a smaller sheet of paper to be copied and sent home to parents. The writer recorded the thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help, the children then read back the dictated newsletter as a group. The writer transposed the writing on a smaller sheet of paper that was copied and sent home to parents. The newsletter included a list of follow-up listening activities that may be done at home.

Week Seven

The children participated in activities for the third language SADI skills objective, Prereading. On Monday the writer introduced five vocabulary words: boys, girls, jump, up, down. Two sets of flash cards were made. One set of cards had the words printed on the cards and the other set had the corresponding pictures. On Tuesday the students problem solved to match the word to the correct picture. The writer

informally video taped the children playing the word matching game. On Wednesday the children continued to practice the matching game. On Thursday the writer video taped the children matching the word cards to the corresponding picture cards. At the conclusion of the taping the children viewed both of the video tape sessions to compare. The writer discussed with the children improvements made. The children were excited while doing this activity. The writer had to remind the children periodically to take turns and not to call out the answers.

The children with the writer's help, created a newsletter for the parents. The children dictated to the writer ideas and thoughts about this weeks prereading activities. The writer recorded the thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help the children then read back the dictated newsletter as a group. The writer transposed the writing on a smaller sheet of paper that was copied and sent home to parents. Included in the newsletter was a list of follow-up prereading activities that involved matching word games that may be done at home.

Week Eight

The writer included another activities for the third language SADI skills objective, Prereading. The children created a language experience story. Language experience stories were narratives dictated by the children and written by the teacher. On Monday the children with the help of the writer baked cookies in the school cafeteria. The writer brought in cookie cutters made from Christmas and Hanukkah symbols. In observance of the comings holiday season. On Tuesday the students expressed an idea about how the cookies were made. The writer wrote what the children dictated on a large pieces of paper shaped like cookies. The papers were then bound into a book. The activity was informally video taped. On Wednesday the writer reviewed with the children what was written. On Thursday the writer video taped the children reading the language experience story. The children then viewed both video tape sessions for comparison. The writer discussed with the children improvements made.

The children with the writer's help, created a newsletter for the parents. The children dictated to the writer ideas and thoughts about the weeks

prereading activities. The writer recorded the thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help, the children then read back the dictated newsletter as a group. The writer transposed the writing on a smaller sheet of paper that was copied and sent home to parents. Included in the newsletter was a list of follow-up prereading activities that may be done at home.

Week Nine

The children participate in activities for the fourth language SADI skills objective, Prewriting. On Monday the writer demonstrated a chalktalk on the board. Chalktalks were simple stories or sentences that were illustrated by drawings on a chalkboard. No written words were used. For example a slithery snake was be represented by a figure that looks like an s. A stick was drawn as line. As the story progressed more figures were added until a complete picture has been drawn. On Tuesday the children practiced making up chalktalk on the chalkboard. The writer informally video taped the activity. On Wednesday the writer had the children

practice making up more chalktalks, the writer helped the children find figures to represent ideas. On Thursday the writer video taped the children presenting chalktalks to the class. The children thought of very creative symbols to express ideas and thoughts. The children viewed the two video tape session and compared the two on Friday. The writer discussed the tape with the children. The writer pointed out how much the children's presentations had improved since the beginning of the program. With every taping the children gained more confidence in expressing ideas.

The children with the writers help created the final newsletter for the parents. The children dictated to the writer ideas and thoughts about the weeks prereading activities and the entire program. The newsletter also included an invitation to the parent to view the video. The writer recorded the children's thoughts and ideas in front of the children on a large sheet of writing paper. With the writer's help, the children then read back the dictated newspaper as a group. The writer transposed the writing on a smaller sheet of paper that was copied and sent home to parents. Included in the newsletter was a

list of follow-up prereading activities that may be done at home.

Week Ten

The children were administered the language development area of the SADI objectives and the Gesell School Readiness Screening Test. SADI language center activities were be timed.

Week Eleven

The information from the Gesell School Readiness Screening test, the language development area of the SADI checklist and the results of the task completion charts were tabulated and recorded. The writer invited parents to the final group meeting.

Week Twelve

The writer met with parents and discussed the progress the children made. The finalized results of the entire twelve week program was shared with discussion focusing on the final outcomes. At this meeting the parents viewed the video tapes. The parents asked questions and discussed with the writer the positive changes observed as a result of the program.

CHAPTER IV

Results

The Twelve week Video Language Program was designed to improve language skills of developmentally young kindergarten students by use of video technology, parent conferences, child involved parent newsletters and critical thinking skills language activities.

Based on the outcome objectives of the program, the methods the author used to evaluate the objectives included:

A. The Language SADI skill objectives of the Kindergarten checklist recorded movement from the preventive strategy to the Developmental strategy.

B. The Gesell School Readiness Screening Test was used to test the developmental ages of the children and determine if they qualified for the preventive strategy.

C. A Task Completion Chart recorded the time needed to complete a task and recorded improvements.

D. Video taped sessions of critical thinking

language activities were completed and observed.

The target group participated in activities which involved the four SADI language areas: Listening, Speaking, Prereading and Prewriting. The focus of the program was to improve language skills using critical analysis, creative and stimulating activities.

The first objective was measured by administering the language area of the SADI skills checklist to the target group. Each item on the checklist involved a pass or no pass status. If a student satisfactorily worked through the preventive activities the student progressed to the next developmental strategy. The first objective was be evaluated by calculating the percentage of preventive students completing the preventive activities successfully and advancing to the next developmental level. It was expected that 60 percent of the target group would successfully complete the preventive language activities and advance to the next developmental level. Seventy-five percent of the target group successfully completed the preventive language activities and advanced to the next developmental level (Appendix H). Therefore the

objective was achieved.

The Gesell School Readiness test was administered to the target group. The second objective was evaluated by comparing pre and post Gesell School Readiness test scores of 60 percent of the target group. At the end of the 12 week implementation 60 percent of the target groups scores were averaged to obtain the mean developmental age. An average increase in the developmental age of 12 months in preventive students test results was expected. A 7 month increase in the developmental age of preventive students test results was shown (Appendix I). Therefore the second objective was not achieved. It was the writer's opinion that more time and a greater variety of readiness activities were needed in order for the second objective to be achieved. The Gesell School Readiness test evaluates other skills that were not related to language acquisition.

A Task Completion Chart was maintained to record the time preventive students needed to complete an activity. Ten SADI language center activities were monitored. The third objective was evaluated by the Task Completion Chart. The average amount of time it

took the students in the target group was computed and averaged. The Task Completion Chart results were compared to the Task Completion Chart completed the inception of the program. A 30 percent decrease in the amount of time needed to complete a task was expected. A 30 percent decrease in the amount of time needed to complete a task was shown (Appendix J). Therefore the third objective was achieved.

The fourth objective was evaluated by the direct observation of the completion of four language acquisition skills video including video feedback sessions with the target group. The writer recorded before and after language activities emphasizing organizing data, language/synthesis and problem-solving. The language acquisition skills video including video feedback sessions with the target group were observed. Improvement was shown through comparison of before and after sessions and was noted in teacher records. Therefore the fourth objective was achieved.

CHAPTER V

Recommendations

The Video Language Acquisition Skills Program for Developmentally Young Kindergarten Students would be an on-going program in the writers' classroom.

The results were shared with the other kindergarten teachers' at a grade level meeting. A desire was expressed to adopt the program as a grade level. In addition, the results were summarized in a newsletter which was distributed to teachers in other grade levels as well.

Parents of students participating in the program were informed of the results. Parents were provided with a list of suggested follow-up language activities in all the parent newsletter and at the final conference.

The writer met with the building administrator and discussed the results of the program. The following results were highlighted:

1. Seventy-five percent of the target group successfully completed the preventive language activities.
   and advanced to the next developmental level.

2. A 7 month increase in the developmental age of preventive students test results was shown.
3. A 30 percent decrease in the amount of time needed to complete a task was shown.
4. Before and after language activities emphasizing organizing data, language/synthesis and problem-solving video feedback sessions with the target group were observed and improvement was shown.

The building administrator applauded the use of video technology as be a valuable learning tool in comparing and tracking improvements in language as well as other subject areas. The writer offered to conduct a workshop explaining the strategies that were used in the intensive language skills acquisition program to the other administrators and teachers. The possibility of a workshop being held at a future date was discussed.

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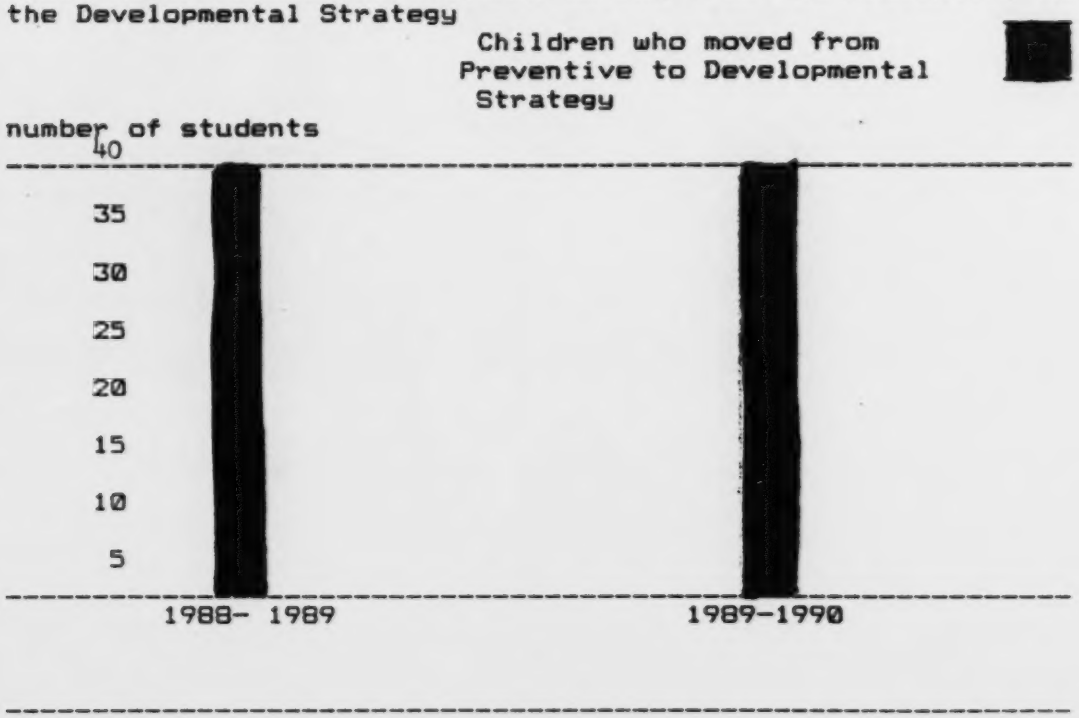
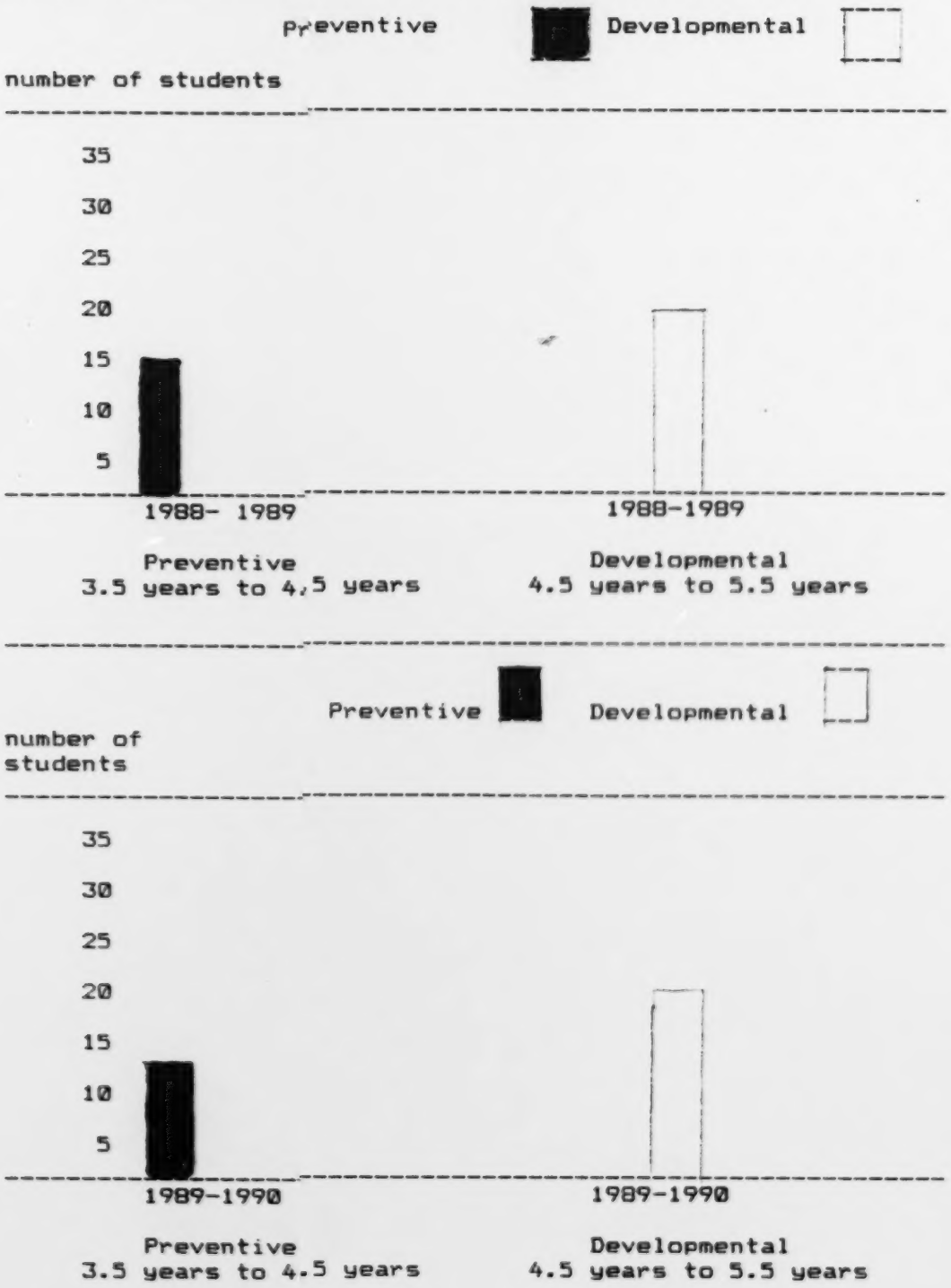
SADI Language Skills Chart

Based on the number of children moving from the Preventive to the Developmental Strategy

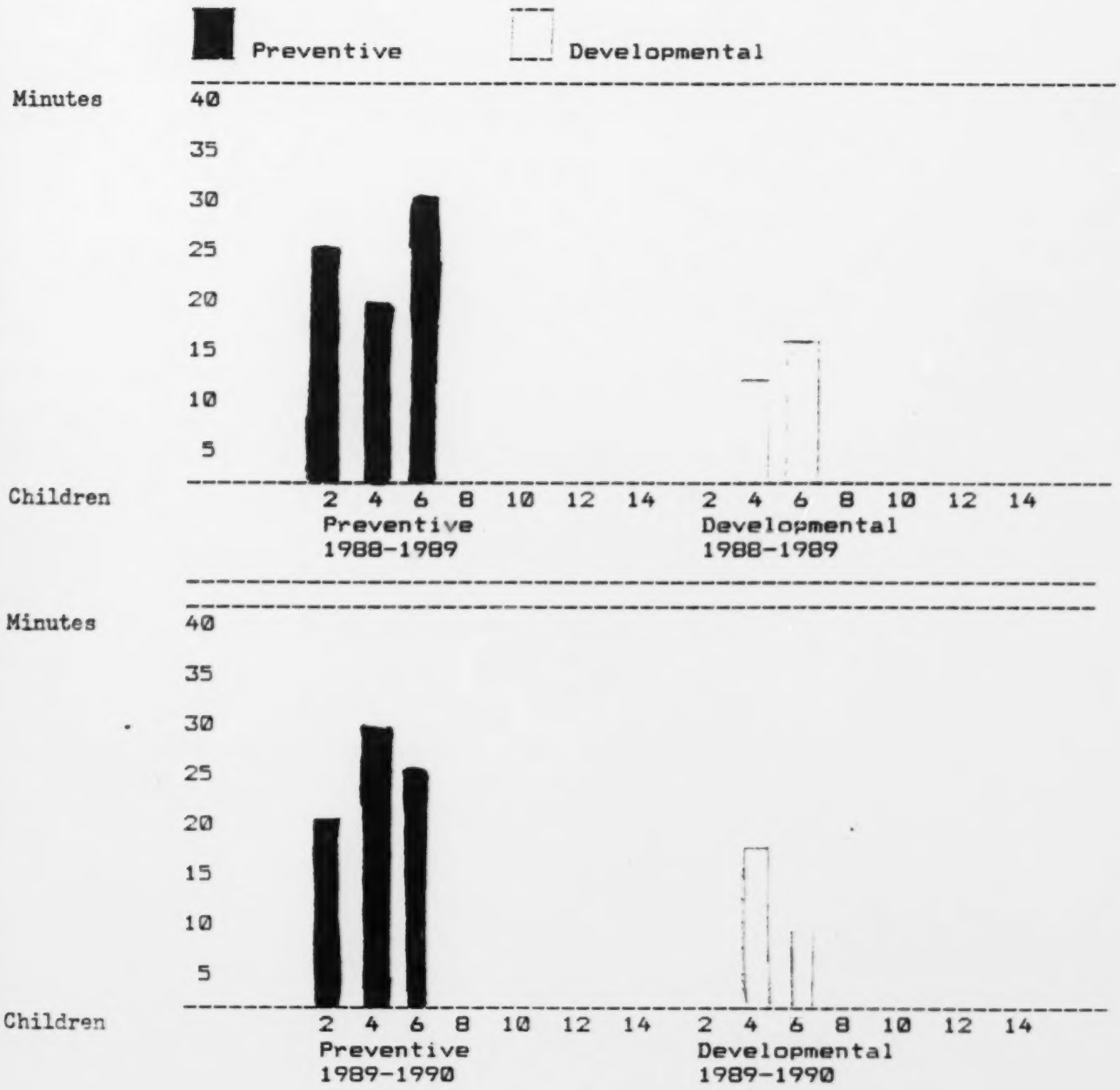


DEVELOPMENTAL AGE GRAPH

Based on the Gesell School Readiness Screening Test scores.



TASK COMPLETION CHART



HAGEN ROAD ELEMENTARY

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Cynthia P. Hopkins
Assistant Principal

September 14, 1990

Nova University

Gentlemen:

I am writing on behalf and support of Mrs. Ysolene Hay, SS# 085-54-2354, kindergarten teacher here at Hagen Road Elementary. I have reviewed with Mrs. Hay her project entitled "Implementing a Video Tape Language Skills Program for Kindergarten Students" and I am extremely happy to know that one of our staff members has decided to undertake a task such as this that should give the administrator, faculty and staff updated and pertinent information on the learning styles of our children.

I welcome Mrs. Hay's project on our campus, and if I can be of any further assistance in this matter, please do not hesitate to call upon me.

Sincerely,

Jack L. Thompson

Jack L. Thompson
Principal

JLT: sb

HAGEN ROAD ELEMENTARY

Jack L. Thompson
Principal

10439 Hagen Ranch Road
BOYNTON BEACH, FLORIDA 33437
(407) 369-7052

Cynthia P. Hopkins
Assistant Principal

LETTER OF SUPPORT

TO WHOM IT MAY CONCERN:

Ysolene Hay is a kindergarten teacher at Hagen Road Elementary School in Boynton Beach, Florida. She is currently working on her practicum for a Master's Degree in Early Childhood Education. Her topic is: " Implementing a Video Tape Language Skills Program for Developmentally Young Kindergarten Students ". This concept can be of great benefit to the parents as well as teacher, when it comes time to be implemented. Parent involvement is so important to the child as well as the teacher. This project should provide many ways to assist children and parents in learning more about Language Development. We are looking forward with anticipation to the implementation of this project.

Sincerely,

Virginia W. Greene

Virginia W. Greene
Primary Resource Teacher

LANGUAGE ACTIVITIES PARENT SURVEY

Please mark the column that best describes your situation.

	Always	Sometimes	Never
1. We read to our child.	( )	( )	( )
2. We have an ample supply of reading material for our child at home.	( )	( )	( )
3. We encourage our child to retell a story after it has been read.	( )	( )	( )
4. We visit the Library with our child.	( )	( )	( )
5. We encourage our child to create stories and illustrate them.	( )	( )	( )
6. We involve our child directional activities such as cooking from a recipes or assembling toys.	( )	( )	( )
7. We have a newspaper delivered to our home and discuss current events.	( )	( )	( )
8 . We involve our child in family discussions.	( )	( )	( )
9. We encourage our child to look at picture books and describe what is happening.	( )	( )	( )

Date_____

Dear _____,

You are cordially invited attend a very special parent-teacher meeting. A new innovative language acquisition program will be discuss. The focus of this program is to improve language skills. Once you attend this meeting and receive all the information I am sure you will be as excited about the program as I am.

At the meeting I will discuss many of the exciting activities that will be involved in the program. I will be glad to answer any question you may have.

I hope you will be able to come to school on _____, _____,19____ at _____.

Sincerely,

Please return this confirmation to school as soon as possible.

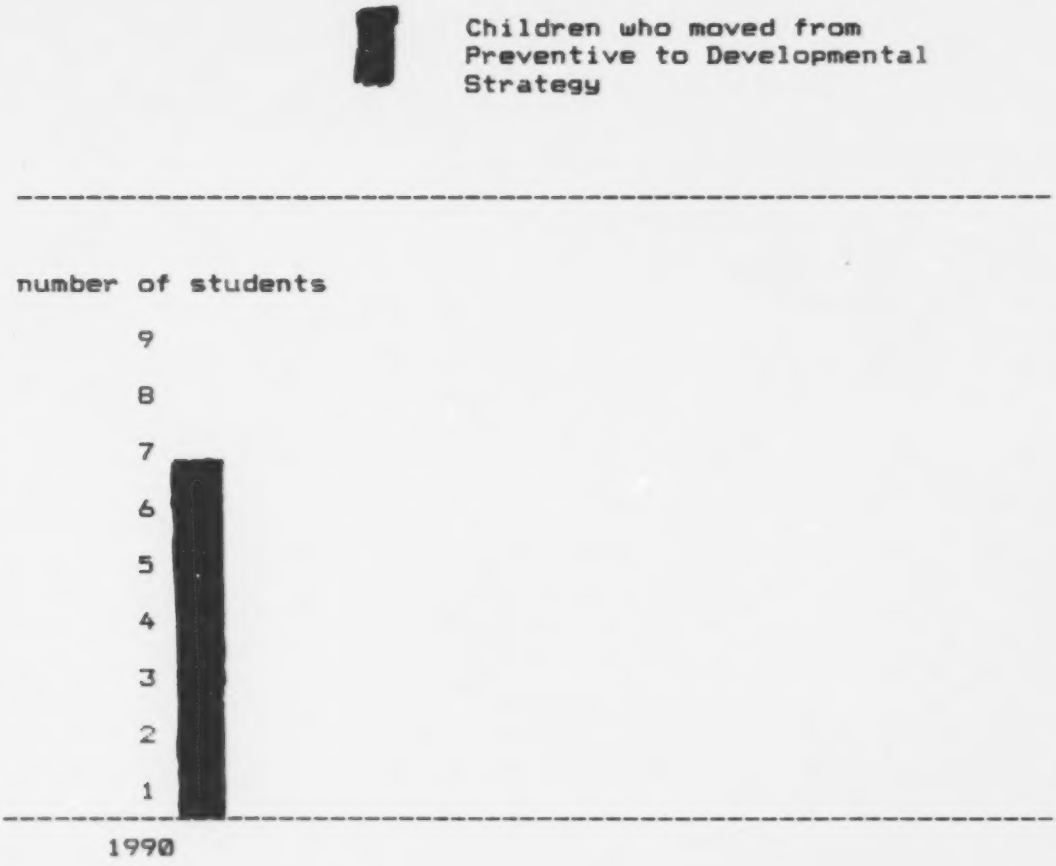
( ) I will attend the meeting.

( ) I will not attend the meeting.

Signed _____

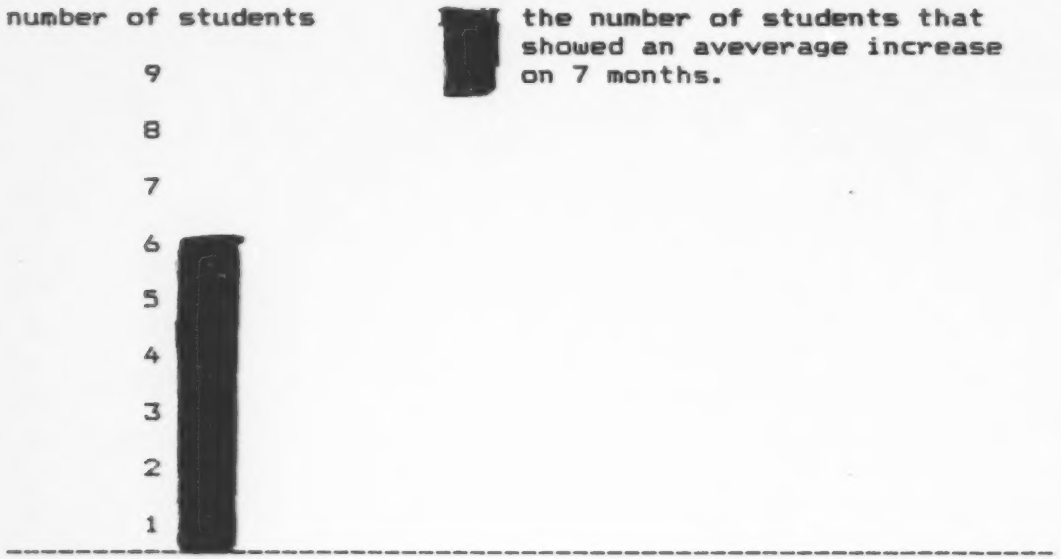
SADI Language Skills Chart

Based on the number of preventive students that have moved from the preventive to the developmental strategy.



DEVELOPMENTAL AGE GRAPH

Based on the Gesell School Readiness Screening Test scores.



TASK COMPLETION CHART

Based on the amount of time Preventive students need to complete SADI center activities